# Embedding iPad tasks into a Unit of Work

Introduction

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Japanese Teacher at St John’s Lutheran School Jindera. I have been teaching Y2 through to Year 6 for the past 5 years and now teach from Kinder up – started this year. I work part- time 2 days a week.

Using the iPads in our classroom came about from a grant received from the AIS funding rounds last year, so I haven’t been using them for a great length of time, but after attending Conferences, seeing the need to keep the students motivated and involved in their language learning and having a good friend who uses them lots in her classroom, I could see the benefit. I also loved my iPhone and always used the dictionary app so knew how helpful they could be. I love the idea of the portability and ease of use and knew this would transfer into the classroom.

I knew that the students would be excited to use the new technology and of course know more about it than I did!

Embedding the use into the Program

Good place to start are the apps already on your ipad

* Notes for note taking
* Maps to look up
* You tube
* Itunes – tunes in your targeted language
* Videos – down load interesting videos from itunes store
* Camera – photos & videos
* Photo booth
* Safari – internet research, dictionary
* Skype – contact overseas students

Ideas

Camera- take photos of students –use in Targeted language activities – Name, birthday, age, family, friends, holidays, favourite things, likes & dislikes

Video- take video of modelled script/role play

Video each student saying a modelled sentence (good assessment value) – replay and student can listen to see if matches modelled language

Nonverbal gestures

Practice vocab – record listen, practice – teachers record as example

Perform a story (in target language)

Review a story (interpret a story in target Language)

Retell & revise- differentiation – basic level- higher skill more embellished

Embedding into a Unit Of Work

Firstly I decided on the Unit of Work which we would be looking at

Last year I wanted to do a Unit on the famous Japanese dog, Hachiko. I had read the story in past years and knew that animals are very popular with my students as we live in a rural area and everyone has pets of some sort. Of course make the learning relevant to the students….

Luckily I live on the border and the Japanese Language Teachers Association Victoria have some fabulous PDs and it just so happened that they were holding a PD on this very topic…

So with lots of ideas about what I wanted to cover I started to look and think about what I could do.

Initially looked in the apps store and found an app with information about **Hachiko**!

I always try to use free apps and the apps that are already on the iPad. However have spent bought a few apps if I felt they were worthwhile. Often they will have a free version and then if you like it you can upgrade.

This was a great start to introduce the topic and for the students to get background information about our topic. Developing the field.

We then moved on to the broader topic of animals. With this I looked at the aims for my Unit of Work.

The main one being; I wanted the students to be able to describe and animal.

For vocab we used the ipads **dictionary apps** to research the Japanese for the various animals, and the descriptive words.

I used **popplet lite** to demonstrate sentence structure, relating this to Hachiko. The students could then use this structure to model their own work.

Apps to assist in vocab acquisition and practice are

Futaba – game app

Quizlet

Socrative

For Japanese many commercial apps with games etc are available.

Next step was to introduce them to the Apps which I was to use for assessing their acquisition

**Makeananimal**

**Educreations – a similar app to this is explain everything $3.99 (?)**

Benefits of using Makeananimal was it was fun! Always a good idea to give the students a little bit of time to play with the App and become familiar with it.

After they created their animal they then had to use an app Educreations to describe their animal and complete the desired assessment task.

In naming their animal I could assess their Intercultural Understanding – those who chose a “Japanesey” sounding name as compared to those who didn’t.

AND I was able to differentiate in the number of sentences they created.

Other Apps which can be useful in the Languages classroom

Bobble lite

Makeananimal

Story book Creator – make your own flash cards

Imovie

Split Pic

Manga Camera

Making food –iOkonomiyaki, Futomaking, lunch food maker

Puppet pals

Postcard maker

Snap chat

Cut cut photoframes for free

Ticket tock card maker

iBook

Things I like about the iPads for assessment is

* Easy to access
* Portable – can easily find a quiet spot to do work
* Contained
* Can assess many aspects of language learning
* Don’t need any other equipment as can use video, photo, recording for oral language
* Easy to replay
* Motivating – students enjoy using
* Independent – students can use them independently or in a small group.
* Easy to use in the classroom.

Downfalls

* IT support-another thing that the IT guys/gals have to help you with
* School wifi – with the filters on Wifi in the school environment you often need to give the students access, the ipads don’t pick it up etc
* Initial setup – had to go through all the protocols related to introducing new technology into the school – took ages at my school while the tech people worked it out
* Need to be monitored, updated and this is often left up to me
* Have an ipad dock which is fabulous as easy to store, protects the ipads, but connections like the IWB cord or headphones don’t fit into the cases!

Cross Curricula with the iPad

Art

Finger paint on your iPad Doodle Buddy for iPad free

Kid art for iPad 99c

How to make Origami

History

Chinese history Time Line

Share Time

Japanese Teaching Ideas – list of apps for learning hiragana

Cathy’s Bradford’s link

Last year I helped update an ICT resource for the department and today it was put onto FUSE. It is an ebook called **ICT Tools and Resources for the Languages Classroom** and even though it is for Language Learning, most of the ICT resources are good for any classroom. The eBook has instructions and suggestions of how to use the various tools and resources.

<https://fuse.education.vic.gov.au/content/e791bef0-138d-40e1-a26e-b7196e996776/blended%20learning%20in%20languages%20ebook%20edition%202%20final.pdf>

Here is a list of some of what is included. You might find some inspiration for next term!

Animation

Avatars

Blogs

Cartoon dialogues

Digital images

Digital story telling

e-books

eduSTAR software\*

Film making and green screens

Flashcards and vocabulary lists

FUSE Games

iPads

Interactive White Boards (IWB)

Learning objects

Online media

Podcasting

Quizzes

Robotics (Bee bots)

Screen casting

Self-paced language courses

Social networking

Virtual conferencing

Virtual trips and webcams

Vodcasting

Voice threads

VOIP (Voice over Internet Protocol)

Web presentations

Web quests

Wikis

Word clouds and walls

YouTube